



Lesson Plan Summary

Magic Tree House #14: Day of the Dragon King

THIS EXTENTION WILL ENABLE EACH CHILD TO:

- Discover that children in other countries learn to communicate in different ways.
- Understand that Chinese children learn to create pictorial characters to represent words and ideas.
- Read historical fiction to learn facts about ancient China.
- Discover that before the invention of paper, the Chinese wrote on bamboo strips.
- Compare English writing to Chinese characters.
- Compose a make-believe story.
- Translate a make-believe story into basic Chinese characters.
- Review nouns and verbs as they write their stories.
- Present their make-believe stories to an audience of their peers.
- Predict and listen with appropriate audience behavior to the make-believe stories of classmates.
- Discover that the process by which paper is made is a Chinese invention.

COMMON CORE STANDARDS ADDRESSED:

VISUAL ARTS:

- Understand historical and cultural content
- Express thoughts creatively in response to text

READING:

- Use literature as a basis for composing stories
- Use historical fiction as a prompt for creative writing
- Predict events
- Compare and Contrast

WRITING:

- Organize ideas prior to writing
- Plan writing by making informal outlines
- Create well-constructed sentences that connect to produce a coherent paragraph

SPEAKING:

- Make an oral presentation that exhibits logical structure and is appropriate to the audience
- Ask appropriate questions, stay on topic, and link their comments to the remarks of others.
- Follow appropriate rules of discussion.

Social Studies:

- Understand importance of a people's way of life, language, and customs
- Discover the influence of other cultures on American way of life over time
- Gain an appreciation for cultural awareness and an understanding of cultural diversity
- Understand the importance of written communication within appropriate cultural contexts.

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Lesson Plan

Magic Tree House #14: Day of the Dragon King

After reading *Day of the Dragon King*, your students will discover books were written on bamboo strips in Ancient China.



It wasn't until years later that the Chinese invented the method by which paper is made. They also learned that Chinese writing consists of characters that stand for objects or ideas and are written in vertical form. Provide children with the opportunity to make their own bamboo books and translate them into an English story that they can share with classmates!



Materials For Each Student

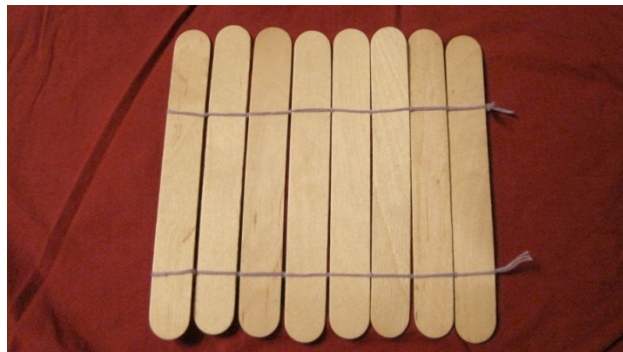
- 8 Tongue Depressors
- 4 ft. Embroidery Thread (any color)
- Sharpie Permanent Markers (dark colors are best)
- Activity sheet for students to draw their own representations of words and ideas (provided)
- List of Chinese Ideograph Characters (provided).

Prepare Ahead of Time

The tongue depressors will need to be connected by embroidery thread ahead of time. Enlist parent volunteers to help with this task. Parents are often eager to help teachers prepare activities, especially if they can do so at home. This is an effective way to allow working parents the opportunity to help with classroom activities. Students should be able to complete this activity independently. Follow the steps below in preparing the bamboo books:

Step 1: Collect 8 tongue depressors in a vertical fashion (side by side)

Step 2: Loop embroidery thread (double the thread) around each tongue depressor individually and knot tightly in between each one to create small “separation”. You will need to connect with two rows of thread.



Step 3: Secure tightly between each tongue depressor and tie the two rows at the end. The separations between depressors hold the “book” together and enable children to “fold” their bamboo books when they complete their stories.

Directions

1. Give each child a bamboo book, access to a variety of Sharpie permanent markers, a blank activity sheet with only the words for each character (provided), and a piece of writing paper.
2. Before allowing students to see the copy of Chinese Ideograph Characters (provided), give children the blank activity sheet with only the words for each character. Have them draw their own pictorial representation for each word.
3. Next, give students a copy of the Chinese Ideograph Characters and allow them to compare their drawings to the Chinese characters. Discuss any similarities and differences that exist.
4. Then, allow children to “practice” writing a story using as many words from their activity sheet as possible on paper while viewing their own pictures.

Example: (Words for Chinese characters are highlighted.)

The **sun** came up so my **dog** and I went for a **walk** by the **stream**. We saw a **man** trying to catch a **fish** in the **stream**. He was my **father**! I took his **hand** and we **walked** to a big **tree** in the **field** where his **horse** was waiting. It was time to **go** home because the **moon** was over the **trees**, but we decided to **return** when the **sun** rises again.

5. Next, allow children to practice drawing the Chinese characters that correspond to the words in their stories on paper in vertical form (using the copy of the ideograph characters).
6. Children are now ready to transfer the English and Chinese versions of their stories to the bamboo books. Ask students to first write their English story (in words only) on one side of the bamboo book with Sharpies, then turn the bamboo book over and draw the corresponding Chinese characters (using copies of the Chinese Characters provided) to represent key words. Remind them that in *Day of the Dragon King* they learned that Chinese characters are written in a vertical form, unlike our horizontal form. Encourage them to draw the Chinese characters vertically on the tongue depressors. Note that all words used in the English version will not have a Chinese character such as it, to, and when. Discuss that the Chinese characters are all nouns and verbs in their stories. This activity will serve to be an effective review of nouns and verbs.
7. Finally, allow students to share their bamboo books with classmates. Students can read the side of the bamboo book with the English version while classmates follow along by looking at the opposite side of the book containing the Chinese characters. Allow children to predict what the stories will be about as they look at the Chinese characters before hearing the story. Predicting allows for a greater degree of comprehension.

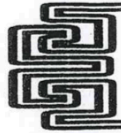
*Students would enjoy making their own paper after this lesson if resources are available. View the following to see a demonstration of 4th grade paper making:

<http://www.youtube.com/watch?v=aQoz1pkKmdA&feature=related>

Activity sheets follow on next two pages.

Draw pictures to represent your interpretation of the words:

sun	moon	vehicle	horse
man	heart	tree	eyes
fish	mouth	dog	hand
go	field	see	stream
return	father	make	walk



IDEOGRAPH CHARACTERS



sun

moon

vehicle

horse

man

heart

tree

eyes

fish

mouth

dog

hand

go

field

see

stream

return

father

make

walk